

### Money, Politics & Social Engineering

Minister of Education Trevor Mallard set out the first two goals in the state's education priorities in a speech to the annual NZ School Trustees Association conference at the end of June.

The first is to "build an education system that equips New Zealanders with 21<sup>st</sup> century skills." The second is to "reduce underachievement in education".

To achieve the first, according to Mr Mallard, means having educational institutions able to change and adapt swiftly to the changes in the economy, society and global trends. Schools will need to provide students with "new kinds of skills and knowledge" so they can take up "a place among the ranks of the flexible knowledge workers of the 21<sup>st</sup> century."

Now, Mr Mallard did not say what these new skills and knowledge are or what exactly is meant by "flexible knowledge workers". But he did say that Information and Communication Technology (ICT) skills "are now essential for work and for life in the modern world."

If he means skills such as being a very competent reader, writer, oral communicator and someone who knows how to plug his own learning gaps when they appear as well as budget and balance income and expenditure, I'd agree. But if he's talking about needing a cell phones, laptops, palm pilots and voice-activated word processors, then I think he's lost the plot. These latter technologies are only tools to help us do the same old tired things people have been do-

ing for centuries: producing, developing, communicating, co-operating, buying, selling, trading and serving for profit, pleasure, self-development and/or to fulfil a sense of duty.

Mr Mallard went on to remind the NZ Trustees Conference about the \$77.6 million just recently announced in the budget for new ICT money for schools, teachers and students. This money, he said, was meant to show "just how seriously the Government sees this as a priority" and how importantly it

views "ICT and E-learning as important tools in diversifying and strengthening schooling to better meet all students' needs."

All this is in the face of an apparent total lack of any research evidence justifying such expenditures or demonstrating educational benefits.<sup>1</sup> Read for yourself the opening lines from the Executive Summary of the MoE's own report, "A Review of the Literature on Computer-Assisted Learning, Particularly Integrated Learning Systems, and Outcomes with Respect to Literacy and Numeracy", researched by Judy M. Parr (with assistance from Irene Fung) of the School of Education, University of Auckland, located on the MoE's own webpage at <http://www.minedu.govt.nz/index.cfm>

*(Continued on page 2: Money)*

### Cambridge Exams

The NZ Vice-Chancellors' Committee, those who among other things oversee the admissions standards of the eight NZ Universities, have given "equivalence" to the Cambridge International Examination (CIE) as a result of a number of high schools around the country wanting to offer their students an alternative to the still controversial National Certificate of Educational Achievement (NCEA). That is, students resident in NZ not only have the choice of going for NCEA or CIE, they now also have the confidence that either or both will be accepted as a University Entrance qualification to NZ Universities.

Passing the CIE means the students have the internationally recognised General Certificate of Secondary Education (GCSE) and A levels, allowing them to consider enrolling in Universities overseas.

Where do NZ home educators fit in with all this? The NZ Qualifications Authority (NZQA) encourages high schools to "Link" with home educators who want to go for the NCEA qualifications, and it seems that, while there is precious little incentive for any school to do so, it is being done here and there.

In regards to the CIE, however, some teething problems have developed. According to Simon Higgins, the NZ Regional Representative for CIE, there is no problem with home educated students sitting the exam: they are eligible. However, the exam must be taken at a Cambridge Registered Exam Centre, and since most of the 22 schools currently registered as exam centres are unwilling to accept external candidates, the possibility of alternative arrangements will need to be discussed with Mr Higgins when he returns in July from a trip to the UK.

(Continued from page 1: **Money**)

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“Overall, the effectiveness of computer-assisted learning has not been conclusively demonstrated. To date, it has been shown to be less effective, on average, than other forms of intervention in education.”

The Minister also said underachievement was a big issue for everyone, for “we need to equip our young people with the knowledge and skills they need to get sustainable, high quality jobs.” He did not address who would be doing the low quality jobs or which quality of job had the better take-home pay, job satisfaction, location, availability, security, promotion opportunities, etc., etc. This just goes to show that talk about vague characteristics such as “sustainable” and “high quality” jobs way off in the future somewhere is pretty useless.

Nevertheless, the Minister made it clear that “everyone is expected to achieve in education”, that schools need to respond “to students from diverse backgrounds”, that they must help “every single student to succeed, and not select out the elite few for higher education”. Specifici-

cally, he said school Boards of Trustees “should have clear targets and objectives to improve outcomes and reduce the numbers of students who are underachieving.” In addition, the state has on tap “a range of training and support available to trustees at no cost. This includes board training, in-depth support and individual mentoring, support for planning and reporting, EEO training, networking for Maori and Pasifika trustees in the minority on boards and training for new trustees.”

So while the rationale behind the Boards of Trustees was to allow each board to reflect the flavour of the community, with standardised training of the trustees provided by the same Government that provides the schools, it is easy to see that the schools will eventually all look pretty much the same again as they did before the monumental changes of the Tomorrow’s Schools policy of 1990.

Should there be any mavericks among the trustees insisting on going their own way, the MoE is offering NZQA recognition for Board of Trustee training. Furthermore, the Minister emphatically stated that underachievement

was no longer to be attributed to socioeconomic status or ethnicity for “we now have solid evidence that many more students can do a whole lot better if schools have the right expectations and put the appropriate teaching methods in place.” It appears Boards of Trustees can reflect whatever flavour they prefer, as long as it tastes like MoE directives.

Apart from the rampant politics and social engineering of state schooling, which the Minister is happy to outline as he did above, the generally poor academic standards, the bullying, DRAs<sup>2</sup>, language, finger-signs, negative peer pressure and socialisa-

tion of the “hidden curriculum” are enough to put off almost any parent who is fortunate enough to be jolted by some incident out of the all-too-common “unthinking trust” mode so as to actually investigate some of the issues around state schooling.

#### **Notes:**

1. See articles in *TEACH Bulletin* #69, April 2003; #62, August 2002; and #60, June 2002.
2. Dirty Rotten Attitude

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## **Have Pity on Teachers?**

Here is a very insightful letter published in the *Christchurch Star* on Wednesday 15 May 2002:

Pity the school teachers, unenviably finding themselves sandwiched between the conflicting demands of tax-paying parents, who blithely send their children off to daily political correctness class: and their government employer, who preaches “good faith bargaining” but practices schoolyard bullying.

Teachers, Government and Parents - get real! Our children - your customers - are being lobotomised by a coercive state education system while you lot fight over small change.

The whole charade need never happen because the state shouldn’t run education in the first place, nor should education be compulsory. If education was of any value at all, it wouldn’t need to be compulsory. Similarly, there’s no incentive for State education to improve beyond its egalitarian mediocrity, because it has a monopolist captive market.

All education should be privately run and voluntary. Only then will teachers and schools come up to standard in order to attract students and parents who will willingly pay for quality education of their choice.

Teachers, if you think your employer is a ratbag, then quit. Get a real job somewhere in the private sector. The best way to sort out a bad employer is to neither sell them your labour nor support their business.

Barry Cole

### **TEACH Bulletin**

is a monthly publication of the Home Education Foundation and is concerned with those things which may impact on home educators. Articles will deal with political developments, statist and professional trends, correspondence with educationalists and other items of general interest to home educators. Information herein is not to be construed as legal advice. Opinions expressed in TEACH Bulletin are those of the writer and should not be assumed to reflect those of the Home Education Foundation Trustees or Board of Reference Members. TEACH Bulletin is available for a subscription of \$16 per year for 11 issues (none in December) or two years for \$30.

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Hear, my son, your father’s instruction,  
and reject not your mother’s teaching.  
— Proverbs 1:8

# Trading Post



## For Sale:

Alta Vista Curriculum, 1<sup>st</sup>-3<sup>rd</sup> Grade. A set of four unit studies (plants, animals, earth & space and people as individuals) integrating maths, language arts, fine arts and science with activities to suit each learning style. Includes instructor's handbook with scope and sequence, evaluation and learning styles survey and information. Excellent curriculum. Very user friendly. Paid \$1,100 for new. Will sell for \$800.

## Contact:

Grace  
Ph. (07) 853-9449  
graces@maxnet.co.nz

## For Sale:

Grade 10 ABeka Biology Teacher  
Grade 6 ABeka Arithmetic Teacher

## Contact:

Gael Powley  
656 Lower Hook Road  
R.D.8  
Waimate 8791  
(Ph) 03-689-7240  
(Fax) 03-689-7260

## Wanted:

Any products for Back at the Creekbank musical, especially the tape. Will accept any other products available.

## Contact:

Pam  
ph. (09) 411-7929  
(before 9.00am, between 12.30 and 1.15 or after 3pm.)

## For Sale:

BJU English Handbook, senior students, complete overview of Grammar & writing with examples, questions & answers....\$10  
BJU Earth Science text and student workbook, Grade 9, 2nd Ed..\$10  
Curriculum Manual - Cathy Duffy (1995 Edition) Junior/Senior High.....offers  
Diana Waring's World Empires, etc (Napoleon; Korean War) - never used.....\$30  
F5 Mathematics Revision (ESA - NZ curriculum) .....\$8  
Mathematics for GCSE + answer booklet.....\$12

A Beka Vocabulary, Spelling, Poetry IV.....\$8  
The World's Greatest Story by Joan Comay (History of the Jewish people in Biblical Times).....\$10  
The Story of Jesus (Reader's Digest).....\$10  
Eyes on the Jungle Doctor by Paul White.....\$5  
ElementO - board game to help learn the periodic table and atomic numbers, main properties, etc; excellent order....\$20  
ARTDECK - card game to learn about 13 modern masters and their major works.....\$8  
FIXIT and Parts of Speech - 2 computer discs from the National Writing Institute...\$6 pr.

## Contact:

Teresa  
Ph. (03) 454-5025

## A Home Educator's Experience Linking for the NCEA

(The Kelly & Phillipa Williams family of Masterton are long-time home educators currently living in Northland where Kelly was transferred temporarily. Phillipa files this report from the sunny North):

Our daughter Lesley is doing NCEA while being home educated. We are linking through Wairarapa College, which is where our son Alan went to school for Year 12 and 13. He was dux as well as being selected for various honours in the science field, so he had quite a high profile at the school!! Hence their willingness to go out of their way for us.

There is absolutely no incentive or benefit for a school to be a linking school — it depends entirely on their goodwill and is a certain amount of work for them, as there is still a requirement that they approve your programme (which you have to supply beforehand) as being suitable for NCEA. Then there is also the paperwork for NZQA.

Because the school knows us well, they were not concerned about whether or not I would be teaching Lesley suitably to prepare her for the NCEA assessments. I gave

them an outline of our planned programme of work for this year (one A4 page per subject outlining the topics/areas being covered each term), and they were quite happy with that.

Also, we are only doing external achievement standards for official assessment. We have done some of the internal standards work ourselves (such as a history project on the Palestine-Israel conflict), but for two main reasons we did not ask the school to link for the internal standards also.

First, because that is a *lot* more work for the school and involves subject teachers marking Lesley's work and giving an NCEA assessment. That is a much bigger ask than just linking for external standards, which really only involves the person in charge of exam entries at the school.

Second, we did not go for the internal standards because I felt that Lesley might be slightly disadvantaged in these standards, because I do not have the in-depth understanding of the subject material and requirements for assessment as the teachers at school (particularly in English and History, for example, knowing the depth of thought and analysis required in a major history assignment). We decided that we would concentrate on doing well in the external assessments.

We are doing enough external standards to gain a Level 1 certificate, providing Lesley gains an achieved or better in most of the standards she does. It has been quite hard work for us, but it has challenged and extended Lesley, particularly in English and History.

We have been greatly helped by the Head of English and the Head of History at Wairarapa College, because they have been willing, on a personal basis, to give us their assessment of Lesley's essays and projects. This was done on a personal, informal basis, not officially through the school, but their feedback has been invaluable.

I have also changed many of my opinions about NCEA as a school assessment system through this ex-

perience. As far as homeschoolers are concerned, it is difficult for homeschoolers to access and quite unnecessary as alternatives such as the Cambridge exams are still available for the academically minded. For secondary schools, I can see many benefits in NCEA. Students are assessed on actually giving a speech, for example, rather than writing about the process of giving a speech in an exam at the end of the year. A major history project prepared over several weeks, with in-depth essays, graphics and illustrations, is assessed and recorded in addition to the final exam. I am seeing great benefit in being assessed for more abilities than just those that can be measured in a three-hour exam at the end of the year.

(Editor's comments: there are obvious advantages to making friends and maintaining good relationships with people in high places. Also, students of ability with supportive parents such as Kelly and Phillipa will do well in almost any system.)

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## Mediocrity

The ACT Political Party's Deborah Coddington recently wrote:

*It's a rare day New Zealand makes it to a news story in the British papers, so it's been nice this week to see Sir Edmund Hillary feted as a New Zealand icon and the conqueror of Everest. One article talked of his being bullied at school, and that when he climbed Everest he discovered "even the mediocre can have adventures and even the mediocre can achieve."*

*Well, maybe in 1953. Sadly, less so today, as New Zealand itself seems to wear mediocrity as a badge of honour. Nowhere is this more apparent than in our education system. Schools, as a Dutch academic wrote recently, are breeding grounds for social behaviour. School is, after all, the place where our children spend more than 1000 hours a year under the care, influence, and instruction of other adults. For me, the weepy moment when I deposited my hand-clutching five-year-olds at their first schools came because I knew, from that moment on, I would not be the central figure in their learning. Teacher would "know better" than Mum.*

*And that's how it should be, in a child's eyes. Parents are boring. Teachers inspire. Teachers are professionals, like lawyers, accountants, architects, writers, film-makers.*

Sadly, this article is out of touch with the wider reality. I wonder why Ms Coddington endeavoured to equate teachers with top professionals when in the same article she says the opposite in several ways.

She grieved that teachers were going to supplant her place as the central person in her child's life. Her grief was totally justified. She knew it was wrong, not just sad: especially when her influence over who those teachers were to be (including what philosophical and moral baggage they carry into the classroom) was and still is nil. She had to take pot-luck and hope for the best.

She said that mediocrity is worn as a badge of honour in NZ, especially in education. I agree with her assessment.

She made the astounding statement that children *should* look upon these mediocre teachers as inspiring and upon their own parents as boring. Does Ms Coddington consider herself boring and uninspiring compared to the vast majority of the state school teachers she's ever met? I'll hazard a guess that she doesn't. I'll make the further hazardous guess that she is, when the chips are down, far more motivated for and committed to her children's academic success, social sophistication and character training than any of those teachers ever could or ever will be.

Such a hasty statement as "that's how it should be, in a child's eyes. Parents are boring. Teachers inspire" is deeply offensive to many of us voters, not just us home educators. It is also patently absurd. Consider the following:

Teachers barely survive, let alone inspire, when they have the logistical nightmare of ramming 25 children from two or three or more language groups, some with severe developmental and social

problems, through a bare-bones politically-mandated curriculum in a very restrictive timetable. The bright children and those truly anxious to learn are routinely bored to tears by the lengthy delays and snail's pace of progress in trying to keep these 25 moving along together. It will either be at the pace of the slowest or stepped up in tempo a bit at the cost of leaving several of the slowest behind. Those at the top end and those at the bottom end are both alike sorely tempted to give up then act up and end up getting labelled as trouble makers and/or as dummies.

Not even the most gifted of teachers is inspiring under the normal circumstances of the typical state classroom. When you do get such wonderful people, and you do occasionally, such as Marva Collins of Chicago and Mr Escalante of Garfield High in Los Angeles, they are *hounded out* of the profession by *their own colleagues*, according to John Taylor Gatto, New York State Teacher of the Year 1991.

A parent, once given the opportunity and a bare minimum of encouragement, will soon learn to exploit that unique parent-child bond; to enhance the affection and commitment between the two (which is naturally there and which both naturally want to enhance until the state school system intervenes to destroy it); to motivate and direct and instil within the child all those personally held convictions about right and wrong, good and bad, wise and unwise, those lessons learned in life, the family standards, traditions, history, culture, religion, world view, etc., etc. That is, parents with little effort can make daily lessons far more interesting and personally relevant to the child in a home education situation.

Socialisation is far, far superior at home because the immature child is being socially trained mostly by the mature and far-more-committed-to-the-child's-success parent than by other immature students and a handful of harried teachers whose own mediocrity Ms Coddington has already highlighted.

The one-on-one tutoring and mentoring of the parent is by far supe-

rior academically and has so many vast logistical advantages than even the most gifted teacher in the most expensively equipped classroom can provide. This means average parents with their extra commitment and motivation and 24-hour-a-day, 7-days-a-week, 365-days-a-year curriculum-contact time can produce academically and socially superior students almost every time.

If Ms Coddington or anyone else would care to check out some statistics, refer to: [www.hslda.org/docs/study/comp2001/HomeSchoolAchievement.pdf](http://www.hslda.org/docs/study/comp2001/HomeSchoolAchievement.pdf) and [www.fraserinstitute.ca/admin/books/files/homeschool.pdf](http://www.fraserinstitute.ca/admin/books/files/homeschool.pdf).

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## Sat 25 October 2003

### Wanganui Home Educators Workshop

**Venue:** Wanganui East Baptist Church, cnr Moana and Nixon Streets, Wanganui.

**Cost:** Cost \$10.00 per person/couple

**Contact:** Mrs Marice Hill, Ph (06) 345-3660, [jmmmhill@xtra.co.nz](mailto:jmmmhill@xtra.co.nz)

### Programme

9:00am Registrations

9:15am Introductions & 2 Electives

1. Getting Started, Exemption Process, etc - Marice Hill/Nola Flack
  2. Avoiding Burnout (Keeping Going When The Going Gets Tough) Craig & Barbara Smith
- 10.30am Morning tea
- 11.00am Three Electives
  3. Improving learning and behaviour through diet - Sharyn Wylie
  4. Home Education - getting things into perspective - Craig Smith
  5. Classical Education (Training Children's Minds, Tools of Learning and Motivation) Barbara Smith

12.30 Lunch - Bring your own, hot drinks provided. View Resources.

1:30pm Two Electives

6. Home Educating Through Secondary, Preparing for Tertiary and the Workforce - Craig
7. Training our children and youth in purity - Barbara

3.00 Afternoon Tea

3.30 Keynote session

8. A Vision for the Future - Craig

4.30 - 5.00 Finishing up - Q & A time.

No creche facilities will be offered. Nursing babies welcome.

## A Radical Ideology for Home Education

(Part 3)

Holt's third book, *The Underachieving School* (1969), was a compilation of some of his shorter works that had appeared in *Today's Education*, *Harper's*, *Life*, *New York Times Magazine*, *Redbook*, *The PTA Magazine*, and other publications.

While Holt had assumed the dominant role of observer in *How Children Fail* and *How Children Learn*, he became primarily an advocate in this work. In it Holt attacked the educational practices of testing, grading, fixed curriculum and ability grouping as harmful to children. He also cited the immense pressure on students to attend college, the prevalence of teachers who talk too much and the failure of inner-city schools to educate students. Therefore, Holt argued, since schools are rife with harmful practices, children should not be compelled to attend them.

Holt agreed with radical British reformer A.S. Neill, whom he had visited at Summerhill twice in the late 1960s, in that the chief end of education should be the creation of happy people. The best decision American schools could make, Holt believed, "...would be to let every child be the planner, director and assessor of his own education, to allow and encourage him, with the inspiration and guidance of more experienced and expert people, and as much help as he asked for, to decide what he is to learn, when he is to learn it, how he is to learn it and how well he is learning it. It would be to make our schools, instead of what they are, which is jails for children, into a resource for free and independent learning, which everyone in the community, of whatever age, could use as much or as little as he wanted."<sup>1</sup>

In early 1970, Holt made the first of several visits to Ivan Illich's Center for Intercultural Documentation (CIDOC) in Cuernavaca, Mexico. Illich, a former Catholic priest, had lived and worked in Puerto Rico and other poor Latin American countries and had come to the conclusion that the schools

in these countries served no purpose but to keep the rich in power and the lower classes in ignorance and poverty. Subsequently, Illich became interested in educational reform in prosperous countries.

At CIDOC Illich and his colleagues discussed modern institutions, particularly the school, and held seminars on Illich's concept of "deschooling". Illich argued that the school reform movement was misguided in its attempts to improve schools and suggested instead that schools and the notion of schooling should be abolished. By "schooling" Illich meant the idea of education as a commodity to be acquired, distributed (too often unequally) and used to control access to jobs, skills and knowledge. In effect, Illich believed, modern schools are a major vehicle for the perpetuation of social class distinctions; he envisioned a society without them.

Holt was profoundly influenced by Illich's work and wrote: "My short visit to CIDOC has made me feel much more strongly than before that our worldwide system of schooling is far more harmful, and far more deeply and integrally connected with many of the other great evils of our time, than I had supposed".<sup>2</sup> He also came to view educational credentialism as an evil and advised college students to forego degrees. Holt saw Illich as a prophet and himself a tactician with the ability to make Illich's vision a reality.<sup>2</sup>

So by 1971, Holt had concluded, along with Illich, that in spite of nearly a decade of talk in educational circles about reform, schools in America had changed very little, and there seemed to be little hope that substantive improvement would ever come. Holt later lamented: "Teachers are not very brave about change....They believe that everything they're doing is right and anything that goes wrong is not their fault. They are hermetically sealed to any change."<sup>3</sup>

In *Freedom and Beyond* (1971), Holt, having given up on school reform, turned his focus from education in classrooms to education in society as a whole. He echoed Ivan

(Continued on page 6: **Radical**)

# Coming Events

## Fri 4 & 18 July 2003

### Radio Rhema

A talk with Craig Smith on Home Education, 11:05-11:30am.

## Fri/Sun 25-27 July 2003

### The Annual

### Heart Retreat for

### Homeschooling Mothers

**Venue:** Matamata Totara Springs

**Cost:** To be confirmed

**Contact:** Sue Abernethy, abacus@maxnet.co.nz or Chris Bovil, Ph: (07) 883-2771.

Come and enjoy a weekend of refreshment, encouragement and nourishment for your body and soul.

## Fri/Sat 22-23 August 2003

### South Auckland Home Educators Workshop

**Venue:** Papakura Baptist Church, 44 Clevedon Rd., Papakura.

**Cost:** Fri Night only \$10. Sat Morning only \$10. Sat Day only \$25. Fri & Sat = \$35 single/couple.

**Contact:** Christine:

whettontons@clear.net.nz or Sharon: drinnan.family@actrix.co.nz

**Keynote speakers:** Don & Heather Capill

**Theme:** Experiencing, Interpreting & Teaching the Arts.

### Programme

#### Friday 22 August 2003

6:00 pm Registration

7:00 pm Why Focus on the Arts? Art and Music (Don Capill)

#### Saturday 23 August 2003

8:30 am Registration and viewing resources

9:00 am Why Focus on the Arts? Literature (Don Capill)

10:30 am Morning Tea

11:00 am Session One (please choose ONE of these options)

A) "Basic philosophies of Home Education and resources." Helping you to sort through the curriculum maze. Carol Munro & Erena Fussel

B) "Art for the Artistically Challenged." Ideas and resources to help you. Lyn Strong

C) "The Arts: Inspiration and Pattern for Written Language." How to use the arts to help in writing. Christine Whetton

D) "Pictures & Stories in Music." Helen Capill

12:30 pm Lunch — BYO

1:30 pm Session Two (please choose ONE of these options)

A) "Creating Family Traditions." Why create them and some real life examples. Sharon Drinnan

B) "Beginning Homeschooling and Beyond." A practical guide to the exemption process and life as a beginning homeschooler living up to expectations. Kay Christenson

C) "Books, Great Books and More Books!" Creating your own library and how to use it. Barbara Smith

D) "Tolkein: More than Entertainment." Don & Helen Capill

3:00 pm Afternoon Tea

3:30 pm Session Three (please choose ONE of these options)

A) "Developing a Passion for Good Literature." How to choose good literature and sharing some of the best literature available for reading to our families. For parents with 6-12 yr olds. Denise Walmsley

B) "Preschoolers are Homeschoolers." Teaching little ones and coping with little ones while schooling older siblings. Sharon Drinnan

C) "Federal Fathers." Be involved in their lives. Murray Drinnan

D) Enjoying Music & Literature in context. Helen Capill

5:00 pm Finish

## 13-18 October 2003

### Home Education Awareness Week

Check out what is on or create something for your own area.

## 2003

### Shore Home Educators Workshop

**Contact:** shenet@ihug.co.nz

We are putting on special evenings for Shore Home Educators. There will be no workshop this year.

## Tue 18-Fri 21 January 2005

### Worldview Conference

**Venue:** Willowpark, Auckland

**Contact:** Carol: (09) 410-3933, cesbooks@intouch.co.nz

**Speaker:** Rev Steve Schlissel

(Continued from page 5: *Radical*)

Illich's call for the "deschooling" of U.S. society and the formation of a new educational order wherein "nobody would be compelled to go to school". As alternatives to the formal, institutional public schools, Holt pointed to the emerging open schools and free schools and hypothesized the formation of community learning centers available to all ages and serving individual needs and interests. Only in this way, according to Holt, could children escape the degradation of compulsory education and begin to exercise their own freedom of choice in pursuit of a meaningful education based on their own curiosity.<sup>4</sup>

### References:

1. Holt, John (1969). *The underachieving school*. New York: Pitman Publishing Corp.
2. Sheffer, S. (Ed.) (1990). *A life worth living: Selected letters of John Holt*. Columbus, Ohio: Ohio State Univ. Press.
3. Allen, Mel (1981). "The education of John Holt." [Reprint of article appearing in *Yankee* magazine, December, 1981]. (Available from Holt Associates, 2269 Massachusetts Ave., Cambridge, MA 02140).
4. Holt, John (1971). *Freedom and beyond*. New York: Dutton.

(Edited from: "A Radical Ideology for Home Education: The Journey of John Holt from School Critic to Home School Advocate: 1964-1985" by Casey Patrick Cochran, Ph.D., Division of Educational Studies, Emory University, Atlanta, Georgia 30322. As in *Home School Researcher*, Vol 13, No 3, 1999; Brian D. Ray, Ph.D., Editor, National Home Education Research Institute, PO Box 13939, Salem, Oregon 97309, www.nheri.org.)

(*TEACH Bulletin* Editor's comments: Thus far in the story, Holt has been making astute observations about the shortcomings of public schooling, by and large, with hints at his emerging radical individualism and Marxist ideas from Illich. In next month's instalment the reader will encounter Holt as he, the childless bachelor, proposes to impose upon children massive discontinuities with the past and the atomisation of society as he gives expression to ideas he has allowed to simmer in his head as opposed to observations he and others have made.)

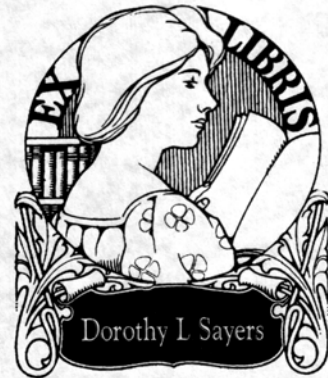
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by Craig S. Smith

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